Inspire Education Community Trust



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Learning together and inspiring success

Curriculum Policy

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Signed	Shaukat Islam

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Curriculum intent
4. School ethos and aims
5. Organisation and planning
6. Remote learning
7. Subjects covered
8. PSHE
9. Reporting and assessment
10. Equal opportunities
11. Supporting pupils with SEND
12. Extra-curricular activities
13. Monitoring and review

Statement of intent

At Inspire Education Community Trust we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- Homework Policy
- Assessment Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- PSHE Policy
- Extended Services Policy
- Relationships and Health Education Policy
- SEND Policy

2. Roles and responsibilities

The CEO is responsible for:

- Approving this policy.
- Liaising with the head of school with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.

The head of school is responsible for:

- Communicating the agreed curriculum to the local governing body on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Liaising with subject leaders and teachers with regards to pupil progress and attainment.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the local governing body.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.

Subject leaders are responsible for:

- Devising yearly overviews based on skills and knowledge and progression documents for the curriculum in collaboration with teachers and other members of the SLT.
- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the head of school.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

- Devising a curriculum that meets the needs of children with have complex special educational needs
- Devising a curriculum for those children who have high complex needs (pre-formal curriculum) that is exciting, structured and designed to promote engagement and language development. (Learning is based on the needs of the individual child taking into consideration sensory differences and preferences. The children are taught independent skills and language is taught systematically to promote communication development. Specialised strategies are used to support children who have complex needs. Opportunities are given for children to learn how to interact and learn new things about the world around them. Learning is active to develop expression and enjoyment. The children will have opportunities to experience learning enrichment sessions, such s: dance, music and visiting farm animals)
- Collaborating with the head of school and teachers to ensure the school curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the head of school and the SENCO to ensure that the curriculum is inclusive and accessible to all.

- Working closely with the SENCO and support staff to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils
- Working to close the attainment gap between academically more and less able pupils.

3. Curriculum intent

Children only get one chance at their primary education: our intention is that every pupil leaves the school equipped with everything they need to excel in their next stage of education and beyond. We develop the whole child through our curriculum, ensuring their have the personal and social skills to thrive and the knowledge and skills to succeed. We are highly ambitious in our curriculum and ensure that we equip all children with essential skills in English and maths. Building firm foundations and growing life-long learners is central to our curriculum design. Our curriculum ensures that health and wellbeing is entwined in all that we teach, ensuring that pupils develop the capabilities and attributes which they need for mental, emotional, social, and physical well-being now, and in the future.

At Inspire, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. We have built our curriculum around the principle that knowledge is knowing more and remembering more. Our curriculum is designed to build up knowledge in a progressive manner, and we take careful steps to ensure that previously taught knowledge is re-visited and built-upon. It is vital to us that all pupils retain the core concepts in each unit of work studied. The curriculum is designed in a way that pupils re-visit key themes and concepts. This ensures all pupils understand the fundamental elements of each curriculum subject and commit them to long-term memory.

"The more you read, the more you know about the world.

The more that you know about the world, the more you understand what you read."

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Whilst we build many purposeful links between different areas of the curriculum, we recognise that each subject is unique in the way that it explores the world in which we live. We ensure that pupils recognise the different skills required to achieve success in each subject. Skills previously taught are re-visited, and pupils are reminded of where and when they have previously practiced the skill to ensure that they activate and quickly build upon their pre-existing skills.

We plan for enriching experiences, educational visits and visitors to deepen and enhance pupils' understanding and zest for learning. They also help with social skills; confidence boosting and broaden experiences children may otherwise not receive. (These experiences are paid for by the school.)

A full list of the subjects available to our pupils can be found in section 7 of this policy.

Across all areas of the curriculum, we teach pupils essential practices and skills to achieve mental well-being. The wheel of well-being is used to ensure children are taught the proven strategies of mental well-being. We believe that by regularly practising these skills with pupils will help them regulate their emotions and equip them with the skills to self-manage their own well-being now, and for the rest of their lives.

Physical health is a key element of well-being, and therefore, we have designed a curriculum that promotes movement and activity at every opportunity. Our free extra-curricular provision is heavily weighted towards sport and physical activity. This is to promote the health and well-being of our pupils and to help towards reducing the high levels of obesity amongst children in this community. Both schools in the Trust are accredited 'Health for Life' schools, which means our curriculum is designed around teaching our pupils (and their families) life-long health skills.

In addition to the core skills in English and Maths, our curriculum is designed to develop essential life skills for all of our pupils. Children are taught the ethos of care and respect for one another and this underpins the philosophy of the school rules: Learn, Care, Respect and Be Safe.

Additionally, we ensure that we develop the progression of independence, self-belief, confidence, resilience and being creative and critical thinkers.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

4. Implementation

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.

- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

5. Organisation and planning

The school's curriculum will be delivered over the academic year and will be delivered equally throughout the school week; some subjects maybe blocked to ensure better use of time.

Each school day will be split into three sessions and pupils will receive two breaks ,15 minutes morning break and 45 minutes lunch break.

We use the four-part lesson structure for each lesson: review, teach, practise and apply.

Review: Pupils activate prior knowledge and skills. They are prompted with verbal/visual reminders of when they were taught the skills in a previous unit (often tracking back to a previous year). Teachers assess pupils to ensure they have retained the knowledge and skills needed to learn the new concept.

Teach: teachers use a range of methods to deliver the new concept: visual, auditory and kinaesthetic approaches are all planned.

Practise: pupils practise the skills taught and demonstrate their understanding of knowledge with increasing independence. Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

Apply: pupils deepen their understanding, often through reading. Pupils often have to apply a range of previously taught knowledge and skills to complete the task.

Some pupils may need additional scaffolds and support in one part of the lesson. Teachers know their pupils well and make adaptations for induvial pupils or groups of pupils prior to teaching. This enables all pupils to access the content and be secure in the core concepts. During the lesson, teachers may complete additional teaching with some pupils, while others move on to practising the skills and knowledge independently. Pupils move through the four-part lesson structure at their own pace, meaning that they are secure in the knowledge and skills that they are taught.

Each lesson is planned from the progression documents to identify the core concepts, knowledge, skills and vocabulary. Planning is then created on interactive flipcharts by teachers. Teachers are supported and guided by subject leaders throughout the planning stage and any necessary adaptations are made prior to delivery. The notes page on each flipchart is used to detail core teaching points, additional knowledge or teaching prompts.

Teachers continually assess pupils' knowledge and understanding throughout the lesson. If, during the review section of the lesson, pupils are unable to activate prior knowledge, teachers do not progress further with the plan. Instead, they ensure pupils are secure in the foundations. Similarly, pupils will only move on to the practise section of the lesson, once the teacher is confident that they are ready to apply knowledge and skills independently.

The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils coordinate series of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g., completing additional work that is above the academic level of their peers.

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

A full list of subjects covered in school can be found in section 7 of this policy.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

6. Remote learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

The school's Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.

7. Subjects covered

The school will have due regard to the national curriculum at all times throughout the academic year.

The schools will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science

- RE
- Relationships and health education

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- Computing
- Design and technology
- Languages (at KS2) - French
- Geography
- History
- Music
- PE
- Personal, Social and Health Education (PSHE)

8. PSHE (See PSHE Policy)

Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

9. Reporting and assessment

Homework will be challenging and assess pupils' knowledge and understanding in the areas of Maths and English. (Reading-books aligned to children's phonic knowledge. Daily reading for all year groups. Phonic and formation homework to enhance phonic learning. Accessing EdShed with a focus of learning spellings based on the year groups statutory requirements by using SpellingShed and MathShed with a focus of basics skills, number relationships, and timetables.

Homework of the above will be set on a weekly basis in accordance with the school's Homework Policy.

EYFS (See Feedback Policy)

The Reception Baseline Assessment (RBA) is a statutory requirement to be taken in the first six weeks in which a child starts reception.

Ongoing assessment is completed on all areas of learning throughout the year with a focus of progress and attainment and is used to support the findings for the Early Learning Goals in the early years' foundation stage. The EYFSP handbook supports early years practitioners in making accurate judgements about each child's attainment. It should be used to help complete and moderate early years foundation stage profile assessment judgements, so that outcomes are accurate and consistent across all early year's settings.

Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying areas

where children may be at risk of falling behind, so that practitioners can provide rapid, effective support.

The primary purpose of the EYFS profile assessment is to support a successful transition from the EYFS to year 1. At the end of the final year of the EYFS, reception teachers must give year 1 teachers a copy of each child's EYFS profile, including: a record of the child's outcomes against the 17 ELGs, stating for each ELG whether the child is:

- meeting 'expected' levels or
- not yet reaching expected levels ('emerging')

Progress is reported ongoing informally and more formally at parents evening 3 times a year.

Attainment is reported to the Local Authority in June and the outcomes reported to parents on the children's report.

English (See Feedback Policy)

Phonics

Assessment is on-going and in line with the requirements from Little Wandle. Summative assessment is carried out each half-term and uploaded onto the Little Wandle Tracker. Catch-Up and Keep-Up interventions are planned strategically using this data, which then take place daily throughout the following half-term.

Reading

Focussed reading assessment is ongoing and teachers record their findings. The focus is fluency and prosody leading to a secure understanding of what pupils have read. In KS1 comments are made regarding the three sections above (fluency, prosody and comprehension); whereas, in KS2 fluency groupings are used as a form of assessment and any other additional comments noted by teachers.

Shared reading assessment focuses on pupils' ability to understand a text and provide answers using evidence. Once pupils are secure verbally, they begin to apply these skills in writing. Then, an independent text is completed at the end of the week and written feedback provided. Pupils are taught to use the point and evidence approach and feedback mirrors the use of this terminology.

Writing

Written feedback is provided regularly throughout the unit, with a focus on editing. Marking codes are used to help individual pupils identify what they need to do to improve their work. Hot Writes are completed at the end of a unit and used as summative assessment. Hot writes should demonstrate that children have a secure understanding of the text type and correctly use a range of structural/language features. All Hot Writes are marked, and written feedback provided.

Children's progress is reported to parents three times a year.

Maths (See Feedback Policy)

Assessment is ongoing throughout the lesson.

End-of-term assessments are also used for a more summative assessment of where children are succeeding and where they may need more support.

Teachers use the 'Ready to Progress' criteria as part of their assessments of pupils' learning. The objectives are linked to the national curriculum and planned to show progress through the topics across school.

Children's progress is reported to parents three times a year.

Foundation Subjects Assessment (See Feedback Policy)

Assessment of all subjects are built up over time. Foundation lessons begin with a 'big question' which is an overarching question that gives any lesson or topic unity and coherence, driving and focusing the investigation. A big question for a topic might be: What did the ancient Romans do for modern Britain? For individual lessons within a topic, we have 'key questions' such as: Was Boudicca right to rebel against the Romans? We use these questions to challenge children and focus their learning on a key aspect of knowledge (the golden nugget). As a result, children 'know more remember more', build on previous learning and gain knowledge underpinned by evidence gathered throughout the lesson.

Learning is sequenced alongside specific vocabulary throughout the unit taught. Designated time is given throughout lessons so that children can discuss and express each learning outcome based on the key question and how that growing knowledge relates to the overarching big question.

The review section of each lesson ensures that learning is being embedded into the long-term memory by teachers having a question that links learning back to a previous topic. E.g., are there similarities between the beliefs and culture of the Romans and Vikings?

Evidence to assess children's progress is gathered throughout a unit of work. It is compiled through open-ended questions (such as above) maximizing the use of pupil's voice (evidenced both in books and on assessment walls). This is completed alongside teachers checking children's work throughout the lesson and deciding on next steps for progression.

Pupils will also complete national assessments. The results of these assessments will be reported back to the head of school, pupils and their parents.

Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Feedback Policy.

10. Equal opportunities

Our curriculum is built for the children and families that we serve. Our school's communities are diverse and that is celebrated throughout our curriculum. We consider the cultural, geographical, and religious diversity of our pupils when designing our curriculum. We want all of our pupils to see their own values, experiences, heritage and culture reflected in the curriculum as they learn more about the world and their place in it. We teach children about carefully selected figures within each subject to instil ambition, drive and passion in all our pupils. We encourage pupils to see themselves as engineers, scientists, and artists etc. so that they are filled with the confidence and self-belief to achieve their full potential in education, and beyond.

Through our curriculum, pupils develop their understanding of the world by learning about other peoples and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

We promote equal opportunities to all of our pupils in line with the Equality Act 2010 throughout our practice. We promote diversity, celebrate difference and encourage respect for all through our curriculum. This enables our pupils to embrace the world around them and encourages adherence with fundamental British values.

We strive to ensure that our curriculum is accessible to all, including for those children who have special educational needs, in line with Special Educational Needs and Disability Regulations 2014. The curriculum is designed with the pupils in mind and changes to meet their ever-changing, diverse needs.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

11. Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will not be discriminated against in any way and they will have full access to a curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

12. Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular activities occur outside school hours.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

All extra-curricular activities and trips will be planned and executed in accordance with the school's Extended Services Policy.

13. Monitoring and review

This policy is reviewed **annually** by the CEO.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.